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ABSTRACT

This material is designed to aid parents in the primary-level mathematics instruction of their children at home. The text describes activities to strengthen basic skills. The suggested orientation is informal, ongoing, repetitious, and fun. Parents are encouraged to praise their children, and to remember that what may seem like minor achievement may in fact be major breakthroughs for their child. After presenting a flow chart for studying mathematics concepts, the guide presents activities on comparisons; positional relationships; patterning; basic shapes; counting; set recognition; numeral recognition; time; money; and computational skills. Worksheets and materials for many of the activities are provided. (MP)

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Rx: HOME REMEDIES FOR MATH

"Everything you wanted to know about teaching math at home but were afraid to ask."

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Date 6-21-79

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R_x: HOME REMEDIES FOR MATH

Developed by Dedicated Title I Parents,

Math Specialists and Math Coordinator

Curriculum Service Division

Wichita Public Schools
Educational Services Building
640 North Emporia
Wichita, Kansas 67214

Summer, 1979

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Dear Parents:

How many times have you said, "I would really like to help my children with their math at home, but I just don't know what to do." This handbook (℞: HOME REMEDIES FOR MATH) has been designed especially for you. You play a very important part in your child's education. Remember, the parent is the child's very first teacher. You know more about your child's attitudes, likes, dislikes, moods, interests, etc. than any of his/her teachers. Using this knowledge, working with your children on a daily basis, and utilizing materials from the child's everyday world are keys to learning math at home.

Home math instruction should be informal, ongoing, repetitious and as much FUN as possible for your children. Remember to praise your children for their achievements. What may seem like a minor achievement to you, may be a major breakthrough for your child.

Material in this handbook describes numerous activities that can be used at home or in your community to strengthen those essential basic skills your child must know to be successful in life. The activities should be considered as possible suggestions for your use, not as required material. It is hoped that they will stimulate your thinking toward other activities.

This book is not the only source of help or materials that you can use at home with your children. Contact your child's teacher to see how you can help your child learn his/her math. Your school's Title I Parent Involvement Worker can also be of help to you in getting materials for helping your children at home. They each have a complete kit of math games and activities suitable for home use. Contact your Parent Involvement Worker

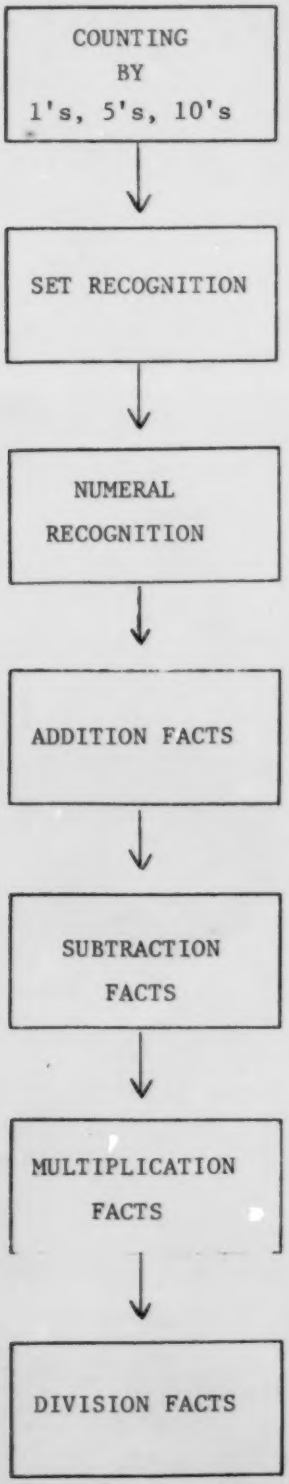
to see when a workshop will be conducted for construction of these games. If you construct one you may keep it to use with your children. Each section of this book describes some of the games and teaching aids that are included in the Parent Involvement Worker's Kit. An A-HELP (Arithmetic-Home Environment Learning Program) Resource Center is also available to parents. This is a place where parents can check out materials (teaching machines, drill tapes, and teaching aids) to use at home with their children.

Each Title I school will have a presentation about your child's math program.

IF WE JOIN EFFORTS OF HOME AND SCHOOL INSTRUCTION FOR MATH SKILLS, YOUR CHILD WILL BE SUCCESSFUL. GET INVOLVED! HAVE FUN! YOUR CHILDREN will reap the benefits.

This book was developed for parents by a subcommittee of parents, from the Title I Math Task Force under the direction of the Mathematics Coordinator.

The process for learning math is somewhat similar to the process a small child goes through when learning to walk. You don't begin by having the child run a 100 yard dash. The child must first learn how to crawl. The same concept is applied to math. You wouldn't give students long division problems to solve, before they have learned how to count. It is important that you know the approximate order concepts should be introduced for the computational skills. The flow chart drawn below should give you some idea the order in which your child should study the computational skills.



Comparisons

LARGEST OR SMALLEST

HOME ACTIVITIES

When selecting objects from which your children are to choose the largest or smallest, be sure the objects are obviously different in size. Place the objects in front of your child. You can then ask them to tell you, or point to the largest or smallest of the two items. Listed below are some suggestions of various household items that could be used for size comparison. There are many other objects in your home that can be used for large or small comparisons.

SAMPLE: Place a basketball and a baseball in front of your child. Say, "Show me the largest ball."

Other suggestions might be comparing the size of:

the people in your family

toy cars

silverware

canned goods

pint and quart milk cartons

books

shoes

clock hands

cereal boxes

fresh fruit (orange and grapefruit)

pots and pans

measuring cups

buttons

dishes

clothing (dad's coat and child's coat)

LARGEST OR SMALLEST

COMMUNITY ACTIVITIES

There are many opportunities for you to quiz your children about comparisons of large or small objects in your community. Ask your children to describe items in the community as being large or small. Some of the things you might ask them to describe as "large" or "small" are:

trees

cars

trucks

signs (billboards)

animals

people

rocks

bushes

plants

houses

boats

playground equipment

flowers

TALL (LONG) OR SHORT

HOME ACTIVITIES

When selecting objects from which your children are to choose the tallest (longest) or shortest, be sure the objects are obviously different in size. (For example: dad's height and child's height.) Identify the objects for comparison then ask your child to point out the tallest (longest) or shortest of them. (For example: which is longest, the knife or the teaspoon?)

Some other items in the home that can be used for tallest (longest) or shortest comparisons are:

members of family

crayons

glasses (drinking vs. juice)

lamps

pets

cereal boxes

canned foods

loaves of bread

hair length

Look around the house and you will find many other objects that can be used for comparisons.

TALL (LONG) OR SHORT

COMMUNITY ACTIVITIES

Some objects from your community that can be used for tall (long) or short comparisons are:

train length

trucks

bridges

trees

sticks

weeds

billboards

buildings

HEAVY OR LIGHT

HOME

To get across the concept of what is "heaviest" or "lightest" your child must actually lift the objects being compared. To do this choose objects that your child can lift easily. Be sure the objects are of obviously different weights. (For example: an egg and a grapefruit.) After your child has lifted both objects (the egg and grapefruit in our example), ask your child to tell you which is the heaviest and which is the lightest.

Other objects found in the home that you might use for weight comparison are:

- books
- canned goods
- fruit (fresh)
- toys
- pets
- vegetables (cabbage vs. lettuce)
- balls

You can probably think of many more.

HEAVY OR LIGHT

COMMUNITY

Some objects found in the community that might be used for weight comparison are:

- rocks
- sticks
- pets
- balls
- tools

Another way parents can get assistance in strengthening their children's basic math skills is to visit the A-HELP Center. A-HELP stands for Arithmetic Home Environment Learning Program. The A-HELP Center has over 200 activities and games to choose from which are designed to help children learn their basic math skills. Parents may construct any of these games or activities at the center to use at home with their children. There is no charge for the materials.

In addition to those items available for construction, the center also has commercial activities, drill tapes with playback machines, and electronic tutoring machines that can be checked out for home use by the parents. If you are interested in using the A-HELP Center please contace your Parent Involvement Worker for details.

The following games, activities or commercial materials are available for construction or check out at the center for this concept.

COMPARISONS

Sesame Street Flash Cards

The games listed below are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adapted for any math concept by changing the flash cards containing the problem that will be given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search for Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie the Pooh	Treasure	
Wonder Woman	Wally the Whale	

Positional Relationships

POSITIONAL RELATIONSHIP

HOME ACTIVITIES

The concept we are trying to get across to children in this section is the relative position of one object to another. Children need to understand the meaning of the following terms and phrases: "behind," "on," "in front of," "above," "below," "under," "between," "far," "near," "beside." You can use the following activity at home with your children to teach positional relationships.

This is a parent-child activity:

Give your child a small object such as a toy or coin.

Place a chair in the middle of the room.

Give your child the following directions:

stand "beside" the chair

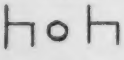
place the object "under" the chair

place the object "behind" the chair

place the object "in front of" the chair

hold the object "above" the chair

Now place another chair next to the one you have leaving a space between them.



Ask your child to place the object "between" the two chairs

For more positional relationship activities use other objects found in the home. Some of these might be:

table and box (move the box)

cup and coin (move the coin)

book and bookcase (move the book)

ball and TV set (move the ball)

plate and card (move the card)

You can probably think of several more pairs of objects in your home that could be used for positional relationship.

POSITIONAL RELATIONSHIP

COMMUNITY

Use the instructions described in the preceeding section (home) for pairs of objects found outdoors. Some possibilities are:

picnic table and ball (move the ball)

dog house and toy (move the toy)

shed and child (child moves)

car and child (child moves)

Use your imagination, think up some more possibilities for positional relationships.

Say, "Point to something you see that is far away."

Say, "Now, point to something you see that is near."

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In addition to those items available for construction, the center also has commercial activities, drill tapes with playback machines, and electronic tutoring machines that can be checked out for home use by the parents. If you are interested in using the A-HELP Center please contact your Parent Involvement Worker for details.

The following games, activities or commercial materials are available for construction or check out at the center for this concept.

POSITIONAL RELATIONSHIPS

Sesame Street Flash Cards
Where Do I Go?
Where Is The Cat?

The games listed below are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adapted for any math concept by changing the flash cards containing the problems that will be given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search for Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie the Pooh	Treasure	
Wonder Woman	Wally the Whale	

Patterning

PATTERNING

HOME

Patterning can be described as repeating a sequence of things. These things might be objects, colors, shapes, people, etc. The most basic pattern would be what we call a "two pattern." This is where the objects are alternated in a row. (For example: if you wanted to place a spoon and fork in a "two pattern," you would arrange them in the following order: spoon, fork, spoon, fork, spoon, fork, etc.)

Some more ideas for objects to be placed in "two patterns" are:

beans and popcorn

two kind of candy

glasses and plates

socks and shoes

coins (penny, nickel, dime, quarter)

two kinds of breakfast cereal

different buttons

Think on it. I bet you can come up with some better objects for patterning.

When you have decided on the objects you want to use for patterning with your children, show them a couple of times what you mean by making a "two pattern." Then have them arrange the objects into the correct pattern. Repeat with other objects.

An example of a "three pattern" using colored objects might be: red, blue, green, red, blue, green, red, blue, green, etc. Give your child three different objects and at least two of each kind. (For example: 2 - balls, 2 - toy cars and 2 - blocks.) Say, place the objects in a "three pattern." One possible arrangement would be: ball, car, block, ball, car, block.

You may want to demonstrate what you mean, by arranging some other objects into a "three pattern," before having your children arrange their objects.

Some good examples of objects that can be used for color patterning are:

crayons

buttons

checkers

marbles

beads

colored play dough

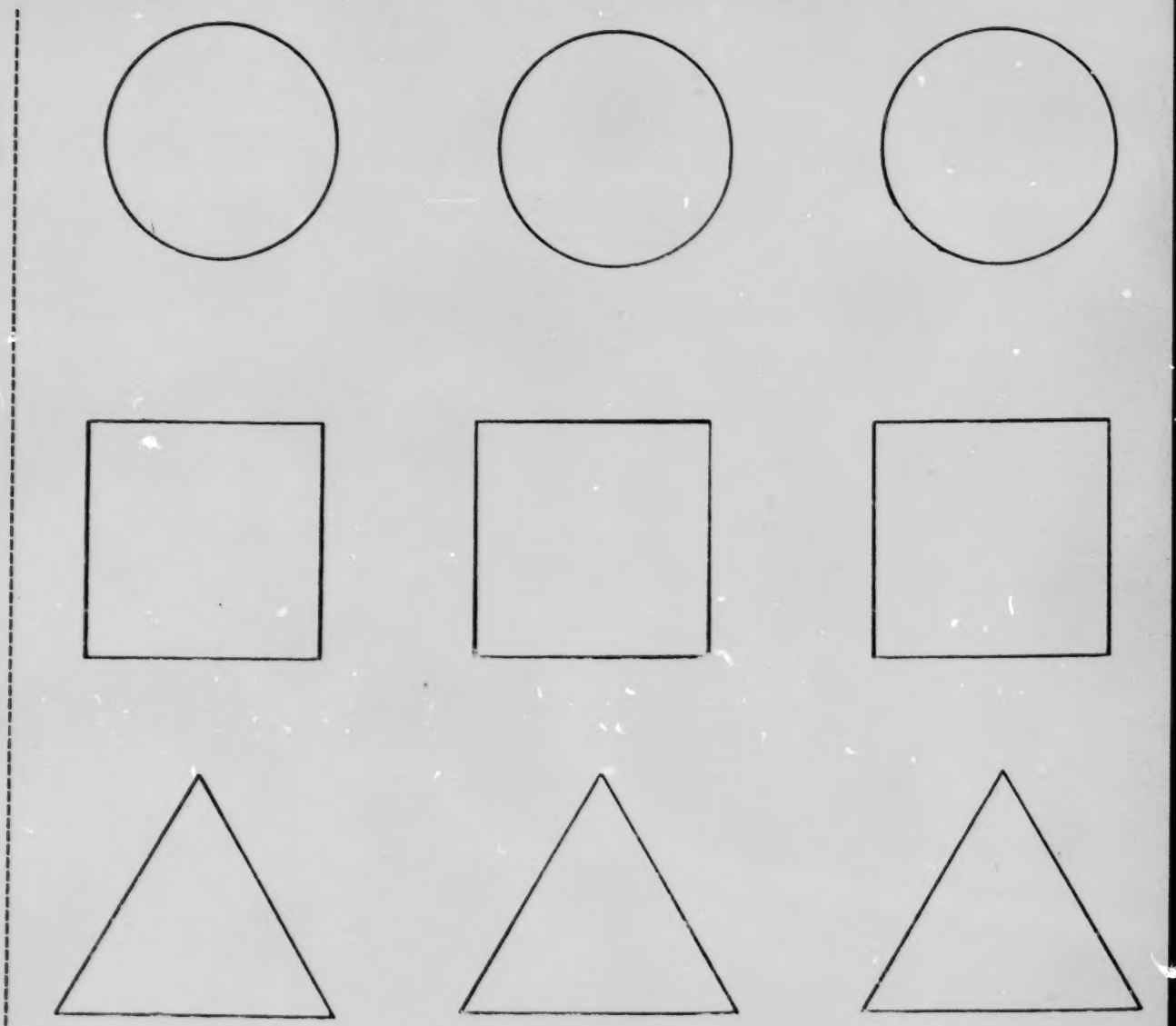
money (penny and dime)

Examples of items found outdoors that could be used in patterning are:

sticks and rocks

weeds (two different kinds)

children (boy - girl)

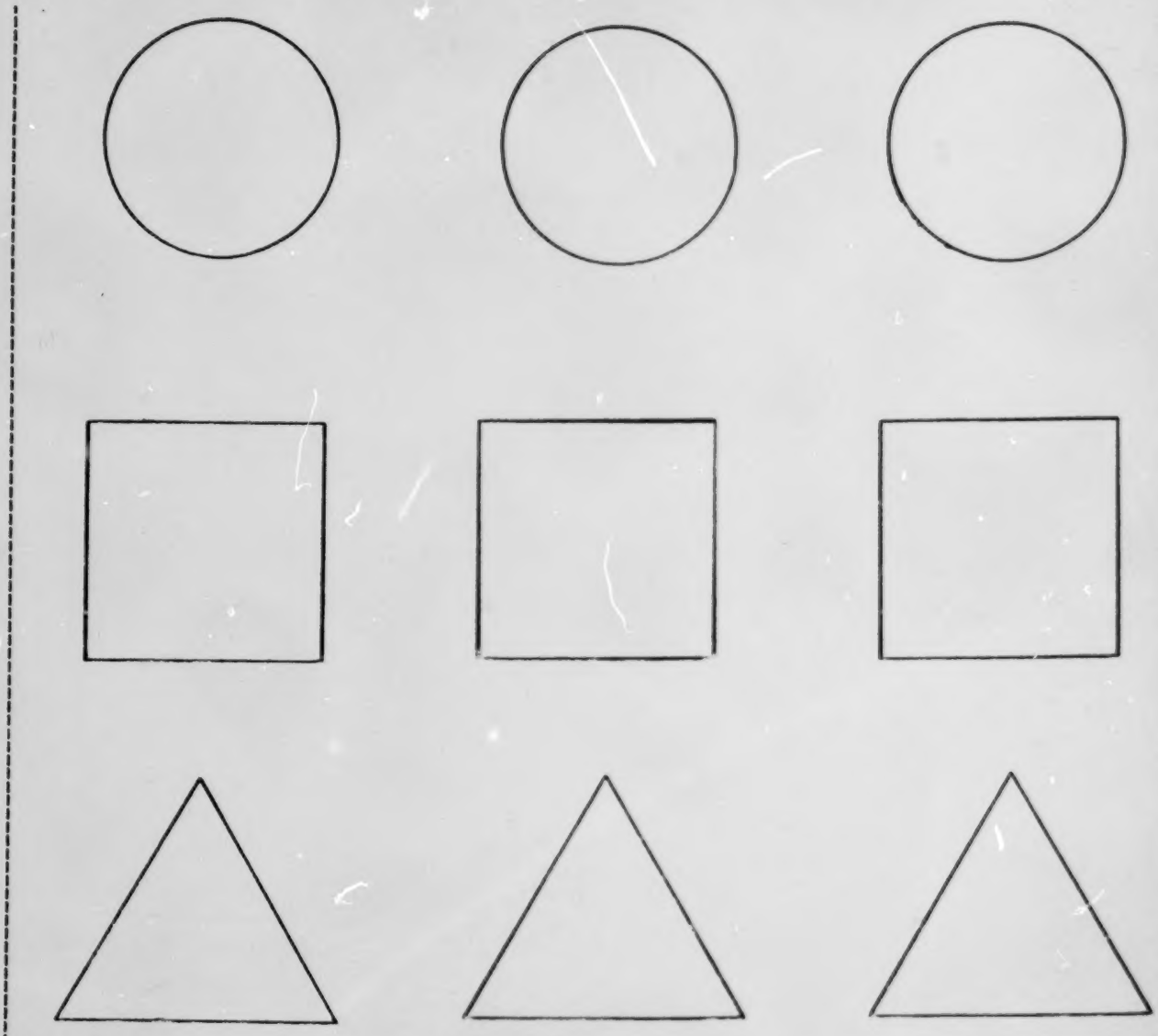


Cut along the dotted lines above. Now cut out the circles, triangles and squares.

Give your child three circles and squares. They should arranged in a "two pattern" by your child.

For other "two patterns" use triangles and squares, and circles and triangles.

After you are satisfied your child understands "two patterns" for these shapes, give him/her all of the shapes to be put into a "three pattern." One possibility is .



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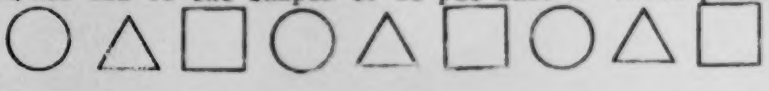
After you are satisfied your child understands "two patterns" for these shapes, give him/her all of the shapes to be put into a "three pattern." One possibility is  .

Each Title I Elementary School has the service of an Parent Involvement Worker. The Parent Involvement Workers have constructed dozens of math games and teaching aids that are appropriate for home use by parents who want to help their children learn the basic math skills. The Parent Involvement Workers are available to conduct workshops for parents who want to construct one or more of these games and teaching aids. They are using their constructed devices as models for others to copy.

The games and teaching aids in the Parent Involvement Worker's Kit that are appropriate for the concept in this section are listed below.

If you are interested in constructing any of the devices please contact your Parent Involvement Worker. You may keep constructed games at no cost to you.

GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Shape Patterning	Folder Activity - matching cards and pockets using 2 shapes and 2 colors
Color Patterning	Cards that are arranged by different colors (Same shape up to 3 colors)
Help Cookie Monster Share His Cookie	Folder Activity - Matching and sorting cookie cut outs

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PATTERNING

Design Cards and Cubes (commercial)

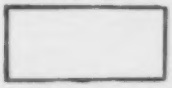
The games listed below are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adopted for any math concept by changing the flash cards containing the problem that will given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search for Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Treasure	
Winnie The Pooh	Wally The Whale	
Wonder Woman		

Basic Shapes

BASIC SHAPES

HOME

The basic shapes children are required to recognize in the early grades are: circle , square , triangle , and rectangle  . All are closed geometric figures. The circle is described as round-shaped, no part of which is straight. A square has four straight sides which are all equal length and whose angles are all 90° (like corners of a room.) A triangle has three straight sides. A rectangle has four straight sides, with the two opposite sides being equal and all angles being 90°.

There are two ways you can work with your children at home on shape recognition. You can select items which have one of the basic shapes, hold it up or point to it for your child to identify. The child responds by naming its shape.

(For example: hold up a paper plate, ask your child to identify its basic shape. Your child should respond, by stating it is a circle.)

The other method of working with your children on shape recognition is to have them search the house for objects that have a certain shape.

(For example, "Show me things in the house that are shaped like a rectangle.) Your child would then point out objects found in the house that are rectangular shaped.)

There are numerous items in your house that have one or more of the basic shapes as part of its structure. Some of these might be:

plate (circle)

tops of cans (circle)

sides of boxes (square or rectangle)

balls (round)

table tops (square, rectangle and circle)

games triominoes (triangle)

dominoes (rectangle)

cup or glass tops (circle)

Tupperware tops (square, circle, rectangle, triangle)

cheese wedge (triangle)

book cover (rectangle)

Look around. There are many more.

BASIC SHAPES

COMMUNITY

When traveling to school, the grocery store, an eating place, or grandma's house, etc., ask your children to identify objects along the way that have one or more of the following basic shapes: circle, square, rectangle or triangle.

Some possibilities are:

highway road signs (rectangle, square, circle)

yield sign (triangle)

billboard (rectangle)

building face (rectangle)

car tires (circle)

stop lights (circle)

end of pipes (circle)

car tags (rectangle)

You can have a contest between your children to see who can find the most of a particular shape. (For example, see who can find the most objects that are shaped like a circle.

Have fun. Try different shapes.

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The games and teaching aids in the Parent Involvement Workers's Kit that are appropriate for the concept in this section are listed below.

If you are interested in constructing any of the devices please contact your Parent Involvement Worker. You may keep constructed games at no cost to you.

GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Do I Fit	Folder Activity - Matching cut out shapes to outlines drawn on the folder.

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BASIC SHAPES

Do I Fit?
Help The Cookie Monster
Match The Shapes
Monster Shapes
Shapes
Train Shapes

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Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

Counting

COUNTING

The ability to count objects is a fundamental skill that "MUST" be learned by all children. Children who are unable to count objects will have a very difficult time learning their basic computational skills. We all use counting skills everyday of our lives. It is important that parents teach their children to count objects, touching each one as they count them. Too many children think they know how to count objects, but all they know is how to say the number names in the proper order. When these children are asked to count a group of objects, they may say several number names while touching the very first object. They are not able to give an accurate count of the number of objects in the group. Therefore, make sure that your child learns to count by moving or touching each object once as they recite their number name.

Some possible suggestions are:

- clothes pins
- blocks
- steps upstairs or downstairs
- people living at home
- buttons
- beans
- candy
- pieces of laundry
- silverware
- plates
- cups
- books
- toys
- spools
- marshmallows

Any other things that your child can touch or see.

COMMUNITY

It is more difficult to find things "out of doors" that can be picked up for counting. You can have your child point to each object being counted.

Some community things for counting are:

cars on a train (while waiting at crossing)

animals along roadside

cars in parking lot

cars you meet between towns

cars that are a certain color

cars having C B antennas

mileage markers

cars having out of state tags

flowers

birds

pets

sticks or rocks

anything countable.

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The games and teaching aids in the Parent Involvement Worker's Kit that are appropriate for the concept in this section are listed below.

If you are interested in constructing any of the devices please contact your Parent Involvement Worker. You may keep constructed games at no cost to you.

GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Counting Boards	Pictures to show counting by 2's, 3's, 4's or 5's starting with a given number. (e.g. count to 30 by 5's starting with 10)

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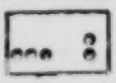
The following games, activities or commercial materials are available for construction or check out at the center for this concept.

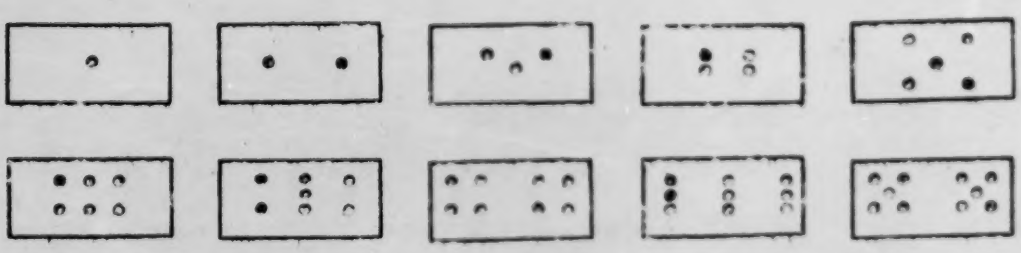
COUNTING

Snoopy's Number Board

Set Recognition

SET RECOGNITION

It is important that your children learn to recognize the number of objects in a SET without counting. In the beginning your children may need to count the objects, but there should be constant encouragement to recognize the number of objects in the SET without counting. By arranging the objects in easily recognizable patterns, your children can be helped to recognize groups of objects without counting. For example, it is easier to recognize five from this pattern , than from this one  . Your child should learn to recognize immediately without counting, groups of two, three, four, and five objects. Your child's understanding of these small groups will enable him/her later to break up and identify larger groups. For example, many people might recognize the following pattern as a single set of six, but others may see it as "sets of four and two" or "two sets of three." Seeing a set of six as two groups is a natural preparation for the addition equations, 4 + 2 = 6 and 3 + 3 = 6. For this reason it is important for you to help your children learn the basic configurations. The basic configurations used for one through ten objects will be as follows:



SET RECOGNITION

HOME

There are many objects found in your home that can be placed in one of the basic set configurations for your child to identify. Take the objects, arrange them into one of the patterns, then have your child identify the number associated with the pattern. At first your child may have to count the objects to determine this number, but keep on encouraging him/her to recognize the pattern without counting. Some possible objects to be arranged in the patterns for your child's recognition are:

buttons

beans

macaroni

checkers

clothes pins

popcorn

blocks

pieces of paper

coins

playing cards

oyster crackers

breakfast cereal

minature marshmallows

Go ahead, find some on your own. As an alternate activity give your child the objects and have them arrange them into the basic configuration.

Have fun!

SET RECOGNITION

COMMUNITY

Finding objects outside your home small enough to be placed into the basic configurations may be a problem. Some possibilities are:

rocks

small sticks

balls

apples (right off the tree)

peaches (right off the tree)

fresh tomatoes

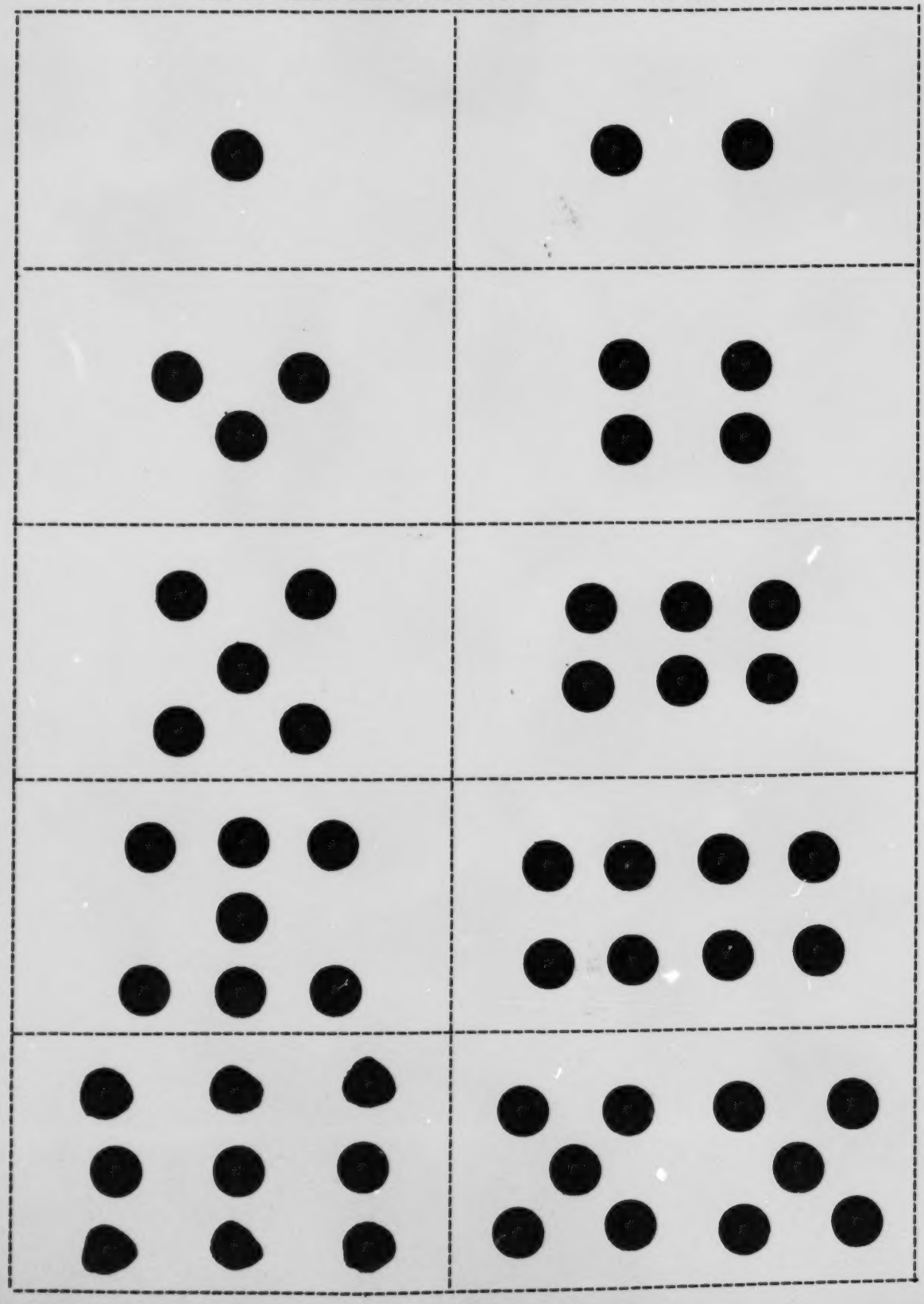
tops of dandelions

flowers

Think hard! There must be more.

BASIC SET CONFIGURATIONS

CUT OUT AND USE AS FLASH CARDS WITH YOUR CHILDREN FOR SET RECOGNITION.



Each Title I Elementary School has the service of an Parent Involvement Worker. The Parent Involvement Workers have constructed dozens of math games and teaching aids that are appropriate for home use by parents who want to help their children learn the basic math skills. The Parent Involvement Workers are available to conduct workshops for parents who want to construct one or more of these games and teaching aids. They are using their constructed devices as models for others to copy.

The games and teaching aids in the Parent Involvement Worker's Kit that are appropriate for the concept in this section are listed below.

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GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Elmer Octopus	Cut out octopus shape with numerals on tentacles. Separate mitts with set configurations on them to fit onto the tentacles.
Tiger Match	Folder - numerals on pockets. Set configurations on cards, 1-12. Match them.
Number Plates	Paper plates with set configuarations on them to teach counting and set recognition, Cards may be made with the number word and numeral to match with the plates.
Back Pocket	Folder - matching numerals, sets and number words
Pocket Match	Folder - cards matching numeral to set and set to numeral

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The following games, activities or commercial materials are available for construction or check out at the center for this concept.

SET RECOGNITION

Bunny
Gone Fishing
Help Sherlock
Lady Bug Game
Matching Numbers To Sets
Number Board
Playschool Dominoes (commercial)
Pizza Wheel Sets
String Math

The games listed below and on the following page are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adapted for any math concept by changing the flash cards containing the problem that will be given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	

PELLON	FILE FOLDER	POSTER BOARD
Search For Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

Numeral Recognition

NUMERAL RECOGNITION

We live in a numerical world. Nearly everything that you can think of is identified or described by numbers. (house number, social security numbers, age, weight, height, other body measurements, clothing size etc.) You can readily see how important it is for your children to learn to recognize numerals. (Numerals are names for numbers.)

It should be stressed however, that children also need to know the number of objects that are represented by a numeral. It is rather meaningless for your child to be able to recognize a numeral, if they are unable to relate this information to the number of objects in a group.

NUMERAL RECOGNITION

HOME

You will be surprised at the number of items found in your home that can be used for numeral recognition. A partial list might include:

TV channel numbers

clock numbers

page numbers from books

oven thermometers

calendar dates

house number

price on canned goods

recipes

blender speeds

bathroom scales

rulers

grocery ad prices

sewing tape measure

Go ahead! Find some more.

NUMERAL RECOGNITION

COMMUNITY

One possible "out of doors" activity for numeral recognition might be tracing a numeral in the dirt or sand for your child to identify.

Other suggestions for community numeral recognition are:

car tags

speed limit signs

mileage markers

CB channel selectors

car radio dials

car clock

building address

menu from fast food place

bank lane indicator

billboards

Keep your eyes open! There are others.

NUMERAL RECOGNITION

The following numeral flash cards are provided for your use. Cut them out, mix them up and show them to your child one at a time for identification.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

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GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
All Occassion Card Game	Card Game - Cards used for numeral recognition

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NUMERAL RECOGNITION

Bunny
Cars and Garages
Gone Fishing
Ice Cream Cone
Numeral Coverup
Pizza Wheel Numerals
Snail Match
Snoopy's Number Board
Turtle Fun
Turtle Race

The games listed below are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adopted for any math concept by changing the flash cards containing the problem that will be given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	

PELLON	FILE FOLDER	POSTER BOARD
Search For Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

Time

TIME

Children have a natural curiosity about telling time. They are fascinated with the ticking of watches and clocks at a very early age.

Remember, the small hand of the clock indicates the hour while the longer hand tells the minutes. You should teach telling time using the following sequence:

A. Children should first learn to read clocks set on the hour. (e.g. 4:00, 2:00, 1:00, 5:00 etc.)

   Note - Children must be able to identify the numerals 1-12 before they can read clocks set on the hour.

B. Then on the half-hour (e.g. 3:30, 2:30, 9:30 etc.)

   Note - Children will have to know the meaning of the fraction one-half before they can read clocks set on the half-hour.

C. Then for the quarter hours (e.g. 3:15, 2:45, 7:15 etc.)

   Note - Children will have to know the meaning of the fraction one-fourth before they can read clocks set on the quarter-hour.

D. Then for five minute intervals (e.g. 7:05, 6:25, 8:10 etc.)

   Note - Your child will need to know how to count by fives before he/she will be able to read clocks set on five minute multiples.

E. Then to the nearest minute (e.g. 7:11, 8:14, 10:27 etc.)

   Note - The ability to count to sixty by ones is needed when telling time to the nearest minute.

Do not advance from whole hours to half-hours until your child has mastered reading the clock for all whole hour times. The same is true for half-hours to quarter hours, quarter hours to five minutes and five minutes to minutes.

TELLING TIME

HOME

The parent should use every possible opprtunity for their child to practice telling time. Some home clocks might be:

wall clocks

stove clocks

clock radios

alarm clocks

car clocks

wrist watches

pocket watches

COMMUNITY

Community clocks might include:

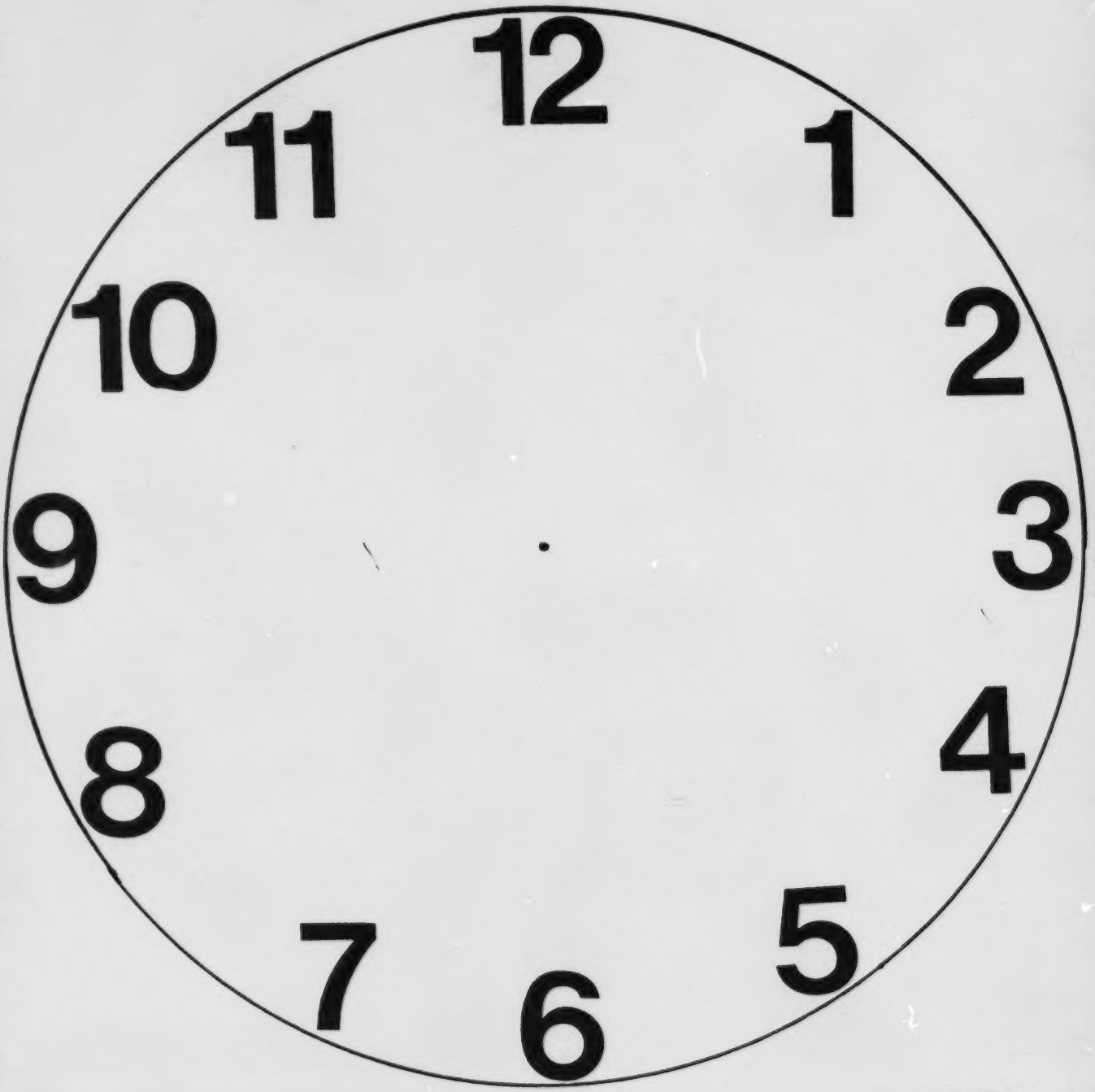
bank clocks

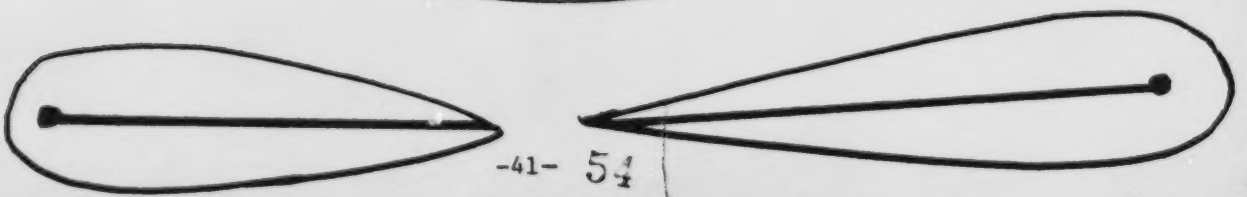
store clocks

gas station clocks

Whenever and wherever you find one, make use of the opportunity for practice.

Cut out the hands found at the bottom of this page, punch a hole through the center of the clock, using a metal brad attach the hands to the clock face.





ACTIVITIES FOR THE CUT-OUT CLOCK

There are two basic types of activities you can use for telling time.

Type I - Using the clock you have constructed set the hands so the clock will read a particular time. (e.g. for hour 3:00, 4:00, 9:00 etc.) You child should then tell you the time. Continue setting the hands to different times, until you are satisfied your child understands how to read the clock. To make it more interesting choose times that are important to your child:

getting up time

going to bed time

leaving for school time

school out time

meal time

recess time

favorite TV show time, etc.

Type II - Give the practice clock to your child. Tell your child to set the clock hands to read a designated time. You check to see if it is set correctly. Continue for other times until you think your child has an understanding for setting the hands to read given times.

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GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Pencil Time	Folder Activity - Holes are punched in folder telling particular times. Child puts pencil through hole next to clock and checks his/her time.

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TIME

Clock Walk
Clock Watch
Match The Clocks
Pizza Wheel Clock
Telling Time Discs Level II (commercial)
What Time Is It?

The games listed below are called "Step-A-Set" because they involve moving step by step along some form of a path from a beginning point to an ending point. They can be adopted for any math concept by changing the flash cards containing the problems that will be given to the students.

PELLON

Bugs Bunny
Donald's Band
Frosty
Mickey's Picnic
Search For Big Foot
Star Wars I
Star Wars II
Sunbonnet Girl
Superman
Winnie The Pooh
Wonder Woman

FILE FOLDER

Basketball
C B Talk
Flintstone Fun
Gum Ball Math
Pink Panther
Pirate's Promise
Safari
School Bus
Snail Math
Star Trip
Star Wars
Treasure
Wally The Whale

POSTER BOARD

Antique Cars
Sesame Street

Money

MONEY

Children do not need a lot of motivation when it comes to recognizing and learning the value of coins. You are well aware of the early age they start bugging you for money.

It is not sufficient for children to be able to recognize coins, they must also know the value of these coins. If a child goes to the store to buy some candy with a coin she/he knows is a quarter, but does not know the value of the quarter, she/he could be cheated by the store. The child could also try to buy something that costs more than the coin is worth. The best way to get your child to learn to recognize the different coins is by using real coins.

Hold up the coin and ask your child to identify it. After your child has identified the coin correctly, give him/her a handful of pennies. Tell him/her to show you the number of pennies the coin is worth (e.g. a dime - 10 pennies, a nickel - 5 pennies). Have your child count the pennies to make sure they are correct. Relate the value of coins to their purchasing power at your grocery store. Children should learn to recognize and know the value of the following coins:

penny
nickel
dime
quarter
half-dollar

The coins should be studied in the order shown above.

After your child has learned to identify and know the value of individual coins, it is time to begin working with combinations of coins. Children must be able to add two digit numbers before they will be able to find the value of two or more coins. (e.g. the value of a dime and quarter requires the student to add 10 + 25, to find their total value.)

Show your child two or more coins. Have him/her tell you the total value of the coins. For the above example, 35¢ would be their value.

Note! It might be easier if you would begin by giving your child two or more of the same coin. (e.g. three nickels, two dimes, etc.) Give your child ample opportunities to compute the value of different combinations of coins. Once you think your child has a pretty good understanding of the value of two or more coins, try one of the following activities:

Activity # 1 - When going to the grocery store give your child his/her own money to buy something. Have them select the item to be purchased. They must select something that costs less than the money you have given them. Let them pay for their item(s) at the check-out counter.

Note! You can use a similar activity when going to McDonald's, Wendy's, Dairy Queen, Taco Tico, or some other fast food restaurant for a meal.

Activity # 2 - When going to a fast food restaurant to eat, tell your child he/she can order anything they want under a certain amount. (e.g. a dollar when eating at McDonald's.) Your child must select items from the menu that will not add up to more than the amount you set.

Activity # 3 - Give your child a certain amount of imaginary money (e.g. $5.00.) Let them use a grocery ad, to buy anything they want, staying under the amount of imaginary money given to them Repeat with different ads and amounts of imaginary money.

Activity # 4 - Show your child the price of some item you have purchased. (e.g. box of crackers marked 47¢.) Tell them to determine what the fewest number of coins it would take to pay for the item. For the above box of crackers it would be 1 quarter, 2 dimes and 2 pennies. Other possible items to use for prices are:

canned goods
bread
quart of milk
can of pop
macaroni
bar of soap
small box of oatmeal
small jar of peanut butter
box of cake mix
toothpicks
canned pet food
comic books

These are but a few of the possibilities.

Activity # 5 - Let your child help select the proper coins to operate one of the following machines:

pay telephone
parking meter
pinball machine
juke box
laundry washing machine
laundry drying machine
pop machine
candy machine
fruit machine
bubble gum machine

All kinds of vending machines can be used.

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GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Pocket Match (Money Recognition)	Folder with library pockets - matching word on the card to the coin on the pocket.
Pocket Match (Money Value)	Folder with library pockets - match value on card to coin on pocket.
Pocket Match (Multiple Coin)	Folder with library pockets - match value on card to multiple coins on pocket.
Money Stretchers (Counting Change)	Addition of coins to fit value. Self checking - answers on back of card.
Spin-A-Coin	Spinner Activity - Child keeps running total of the account he or she spends. (paper and pencil)
Piggy Banks	Coins show through slot in pig. Child identifies the value, checks work by turning pig over. Spin the dial to change the amount in window.
Step-A-Set Game	Sectioned pathway on folder or posterboard. Use facts and cubes. Answer a problem, roll the cube, and move spaces on the pathway. Winner is first person to get to the end of pathway.

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MONEY

Decimals, Dollars and Cents - Telor (Commercial)
Money Discs (Commercial)
Money Fun
Pizza Wheel Money Match
The Bank
The Money Match
The Money Tree
The 3 c's

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PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search For Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	

PELLON	FILE FOLDER	POSTER BOARD
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

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Addition Facts

COMPUTATIONAL SKILLS

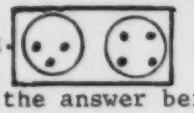
BASIC FACTS

Children who fail to learn the basic facts of arithmetic are doomed to failure in future mathematics classes. This may seem like a harsh statement, but it is true. Please spend a lot of time helping your children learn their basic addition, subtraction, multiplication and division facts. The next four sections of this book are dedicated to strengthening these skills.

Each section contains a set of flash cards for you to use at home to drill your children on these essential facts. Cut out the cards, mix them up, and then taking them one at a time have your children state their answers. Remember to praise your children for giving correct answers. You will know that your children has mastery of these facts when they are able to give their answers without hesitation.

Practice these skills daily for the most success.

ADDITION FACTS

If your child does not know his/her addition facts, it could be that he/she does not understand the skill that should be learned right before the addition facts. That skill is joining sets. (e.g.  , represents the joining of a set of three with a set of four and the answer being seven.) The above joining set problem would relate to the addition fact 3 + 4 which equals 7. All addition facts can be represented by a joining set problem. (e.g. 7 + 4 = ☐ could be represented by the joining set problem both of whose answer is 11. Children who are unable to figure out the answer to 7 + 4 = ☐ can find the answer to by counting the number of dots in both sets. You might have your children make sets to represent the addition facts for which they are unable to give the correct answer. The addition facts your child MUST know are listed below:

0 + 0	1 + 0	2 + 0	3 + 0	4 + 0	5 + 0	6 + 0	7 + 0	8 + 0	9 + 0
0 + 1	1 + 1	2 + 1	3 + 1	4 + 1	5 + 1	6 + 1	7 + 1	8 + 1	9 + 1
0 + 2	1 + 2	2 + 2	3 + 2	4 + 2	5 + 2	6 + 2	7 + 2	8 + 2	9 + 2
0 + 3	1 + 3	2 + 3	3 + 3	4 + 3	5 + 3	6 + 3	7 + 3	8 + 3	9 + 3
0 + 4	1 + 4	2 + 4	3 + 4	4 + 4	5 + 4	6 + 4	7 + 4	8 + 4	9 + 4
0 + 5	1 + 5	2 + 5	3 + 5	4 + 5	5 + 5	6 + 5	7 + 5	8 + 5	9 + 5
0 + 6	1 + 6	2 + 6	3 + 6	4 + 6	5 + 6	6 + 6	7 + 6	8 + 6	9 + 6
0 + 7	1 + 7	2 + 7	3 + 7	4 + 7	5 + 7	6 + 7	7 + 7	8 + 7	9 + 7
0 + 8	1 + 8	2 + 8	3 + 8	4 + 8	5 + 8	6 + 8	7 + 8	8 + 8	9 + 8
0 + 9	1 + 9	2 + 9	3 + 9	4 + 9	5 + 9	6 + 9	7 + 9	8 + 9	9 + 9

$\begin{array}{r} 0 \\ +\,4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +\,5 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +\,6 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +\,7 \\ \hline \end{array}$
$\begin{array}{r} 0 \\ +\,8 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ +\,9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,1 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +\,2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,5 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +\,6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +\,9 \\ \hline \end{array}$

2 +0	2 +1	2 +2	2 +3
2 +4	2 +5	2 +6	2 +7
2 +8	2 +9	3 +0	3 +1
3 +2	3 +3	3 +4	3 +5

3 +6	3 +7	3 +8	3 +9
4 +0	4 +1	4 +2	4 +3
4 +4	4 +5	4 +6	4 +7
4 +8	4 +9	5 +0	5 +1

5 +2	5 +3	5 +4	5 +5
5 +6	5 +7	5 +8	5 +9
6 +0	6 +1	6 +2	6 +3
6 +4	6 +5	6 +6	6 +7

6 +8	6 +9	7 +0	7 +1
7 +2	7 +3	7 +4	7 +5
7 +6	7 +7	7 +8	7 +9
8 +0	8 +1	8 +2	8 +3

8 + 4	8 + 5	8 + 6	8 + 7
8 + 8	8 + 9	9 + 0	9 + 1
9 + 2	9 + 3	9 + 4	9 + 5
9 + 6	9 + 7	9 + 8	9 + 9

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The games and teaching aids in the Parent Involvement Worker's Kit that are appropriate for the concept in this section are listed below.

If you are interested in constructing any of the devices please contact your Parent Involvement Worker. You may keep constructed games at no cost to you.

GAME OR ACTIVITY NAME	DESCRIPTION OR ACTIVITY
Slide-O-Math	Addition facts - cards have complete arithmetic sentences and sliders cover up answer until child makes reply. Self checking by using set configurations on back of slider. May also be used for missing addend by using slider to cover up one addend.
Butterfly Match	Folder with library pockets - card with addition fact matched to sum on pocket.
Big Ten	Card game - child groups cards to make the sum of 10.
Pocket Match	Folder with library pockets - match the abstract addition problem with joining set figure on the pocket. Abstract problem is on the card.
Magic Squares	Card activity - set cards lined up to make a magic square for 15.
	Card game - used for addition facts.
Flip (1-6)	Card game - two people play to recall addition facts.
Card and Cube Turn Down	Card and cube activity - used for practicing addition facts.
Bug Ya	Cube game - whole number addition practice using cubes.

GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Right On The Nose Thirty-One	Card game - for addition practice.
Fact Sticks	Folder activity - self checking, problem on front, answers on back with holes punched where answers should be. Child works problem, pushes golf tee through hole to check his/her answer.
Window Computation	Folder activity with self checking slide. The slide changes problem as it slides across the folder. Child writes answer in window and checks his/her work by turning it over.
Magic Slate	Magic Slate Activity - Child puts worksheet with sets of problems under magic slate. Then works the problems on the slate with a crayon.

Another way parents can get assistance in strengthening their children's basic math skills is to visit the A-HELP Center. A-HELP stands for Arithmetic Home Environment Learning Program. The A-HELP Center has over 200 activities and games to choose from which are designed to help children learn their basic math skills. Parents may construct any of these games or activities at the center to use at home with their children. There is no charge for the materials.

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The following games, activities or commercial materials are available for construction or check out at the center for this concept.

ADDITION FACTS

Addition Bingo
Addition Drill Tapes (Commercial)
Addition Discs (Commercial)
Bear Facts
Bunny

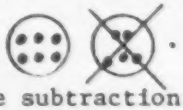
Clothespin Math
Combinations Are Fun
Cross-Number Puzzles - beginners (Commercial)
Cross-Number Puzzles - advanced (Commercial)
Fun With Addition
Ice Cream Cone
Let's Learn to Add-Cassettes (Commercial)
Let's Take A Test Cassettes (Commercial)
Math Amusements - Vol. I and II (Commercial)
Minature Flash Cards (Commercial)
Mitten Math
Pizza Wheel Math
Proud Peacock
Quiz Kid Computer (Commercial)
Say It and Play It
Self Teach Sheets
Snail Math
Sneaky Snake
Self Teaching Flash Cards (Commercial)
Self Teacher Testing Checker (Commercial)
Speed Demon
SRA Kit (Commercial)
Turtle Fun
Turtle Race
Uncover Ten

The games listed below are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adopted for any math concept by changing the flash cards containing the problem that will be given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search For Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

Subtraction Facts

SUBTRACTION FACTS

The two most difficult arithmetic skills for children to learn are the subtraction and division facts. You will need to spend a great deal of time with your children on their subtraction facts. The skill children should learn before subtraction facts is separating sets. (e.g. a set of six could be separated into sets of five and one . If you take away one of these sets you have represented a subtraction problem 6 - 5 = , there is a set of one remaining. Therefore, 6 - 5 = [1] . Children who are unable to give the answer to one of the subtraction facts, may be able to represent the fact as a separating set problem and figure out the answer. (e.g. suppose your child is unable to give the answer to the problem 11 - 5 = [ ] . He/she could represent the problem as a set of 11, separate it into a set of five and six and remove the set of five. What is left is the answer to the problem  . Therefore, 11 - 5 = 6.

The subtraction facts your child MUST learn are listed below:

0 - 0	1 - 1	2 - 2	3 - 3	4 - 4	5 - 5	6 - 6	7 - 7	8 - 8	9 - 9
1 - 0	2 - 1	3 - 2	4 - 3	5 - 4	6 - 5	7 - 6	8 - 7	9 - 8	
2 - 0	3 - 1	4 - 2	5 - 3	6 - 4	7 - 5	8 - 6	9 - 7		
3 - 0	4 - 1	5 - 2	6 - 3	7 - 4	8 - 5	9 - 6			
4 - 0	5 - 1	6 - 2	7 - 3	8 - 4	9 - 5				
5 - 0	6 - 1	7 - 2	8 - 3	9 - 4					
6 - 0	7 - 1	8 - 2	9 - 3						
7 - 0	8 - 1	9 - 2							
8 - 0	9 - 1								
9 - 0									

CUT OUT THE SUBTRACTION FACT FLASH CARDS TO USE WITH YOUR CHILDREN.

$\begin{array}{r} 0 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$

$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$

$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$

$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 5 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -7 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$	

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GAME OR ACTIVITY NAME	DESCRIPTION OF ACTIVITY
Right On The Nose/Thirty one	Card Game - Used for practicing subraction facts.
Card And Cube Turn Down	Card and Cube Activity - used for practicing subtraction facts.
Subtraction Web	Cards with picture of web. Large number in center - smaller numbers to be subtracted on the edge of the web. Answers on back. Constructed on squares of colored tagboard.
All Occasion Card Game	Card Game - More subtraction fact practice.
Magic Slate	Magic Slate Activity - Child puts worksheet with problems to be worked under magic slate. Then works problems on the slate with crayon.
Window Computation	Folder with self-checking slide. The slide changes problem as it slides across the folder. Child writes answer in window and checks his/her work by turning it over.
Fact Sticks	Folder Activity - Problems on front, answers on back. Holes are punched where answer should be. Child works problem, pushes golf tee through hole to check his/her answers.

Another way parents can get assistance in strengthening their children's basic math skills is to visit the A-HELP Center. A-HELP stands for Arithmetic Home Environment Learning Program. The A-HELP Center has over 200 activities and games to choose from which are designed to help children learn their basic math skills. Parents may construct any of these games or activities at the center to use at home with their children. There is no charge for the materials.

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The following games, activities or commercial materials are available for construction or check out at the center for this concept.

SUBTRACTION FACTS

Bear Facts
Bunny
Clothespin Math
Funny Face
Ice Cream Cone
Leopard Math
Let's Learn To Subtract-Cassettes (Commercial)
Let's Take A Test-Cassettes (Commercial)
Math Amusements - Vol. I and II (Commercial)
Minature Flash Cards (Commercial)
Pizza Wheel Math
Proud Peacock
Quiz Kid Computer
Say It And Play It
Self Teach Sheets
Self Teacher Tester Checker (Commercial)
Self Teaching Flash Cards (Commercial)
Snail Math
Sneaky Snake
Speed Demon
Subtraction Discs (Commercial)
Subtraction Drill Tapes (Commercial)
SRA Kit (Commercial
Turtle Fun
Turtle In Car
Turtle Race
Uncover Ten

The games listed below are called "Step-A-Set" because they involve moving step by step along some form of path from a beginning point to an ending point. They can be adapted for any math concept by changing the flash cards containing the problem that will be given to the students.

PELLON	FILE FOLDER	POSTER BOARD
Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search For Big Foot	Pink Panther	
Sesame Stree	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

Multiplication Facts

MULTIPLICATION FACTS

Children that know their addition facts usually have very little difficulty in learning their multiplication facts. The reason for this is that multiplication can be thought of as repeated addition. (e.g. 5 x 4 = ☐ can be represented as 4 + 4 + 4 + 4 + 4 = ☐. Students who know their addition facts can find the answer to the second problem by adding the five 4's together.) Another way to represent a multiplication problem is by joining equivalent sets together. (Equivalent sets are sets having the same number of objects in them.) Using equivalent sets, 5 x 4 = ☐ becomes . Your child could find the answer to joining set problem by counting the objects of the set by one's or four's. Either way the answer is 5 x 4 = 20.

If you child is having difficulty learning multiplication facts, you may want to change the problem to repeated addition or joining equivalent sets. The multiplication facts your child MUST learn are:

1 x 1	1 x 2	1 x 3	1 x 4	1 x 5	1 x 6	1 x 7	1 x 8	1 x 9
2 x 1	2 x 2	2 x 3	2 x 4	2 x 5	2 x 6	2 x 7	2 x 8	2 x 9
3 x 1	3 x 2	3 x 3	3 x 4	3 x 5	3 x 6	3 x 7	3 x 8	3 x 9
4 x 1	4 x 2	4 x 3	4 x 4	4 x 5	4 x 6	4 x 7	4 x 8	4 x 9
5 x 1	5 x 2	5 x 3	5 x 4	5 x 5	5 x 6	5 x 7	5 x 8	5 x 9
6 x 1	6 x 2	6 x 3	6 x 4	6 x 5	6 x 6	6 x 7	6 x 8	6 x 9
7 x 1	7 x 2	7 x 3	7 x 4	7 x 5	7 x 6	7 x 7	7 x 8	7 x 9
8 x 1	8 x 2	8 x 3	8 x 4	8 x 5	8 x 6	8 x 7	8 x 8	8 x 9
9 x 1	9 x 2	9 x 3	9 x 4	9 x 5	9 x 6	9 x 7	9 x 8	9 x 9

1 ×1	2 ×1	3 ×1	4 ×1
5 ×1	6 ×1	7 ×1	8 ×1
9 ×1	1 ×2	2 ×2	3 ×2
4 ×2	5 ×2	6 ×2	7 ×2

8×2	9×2	1×3	2×3
3×3	4×3	5×3	6×3
7×3	8×3	9×3	1×4
2×4	3×4	4×4	5×4

6 ×4	7 ×4	8 ×4	9 ×4
1 ×5	2 ×5	3 ×5	4 ×5
5 ×5	6 ×5	7 ×5	8 ×5
9 ×5	1 ×6	2 ×6	3 ×6

4×6	5×6	6×6	7×6
8×6	9×6	1×7	2×7
3×7	4×7	5×7	6×7
7×7	8×7	9×7	1×8

2×8	3×8	4×8	5×8
6×8	7×8	8×8	9×8
1×9	2×9	3×9	4×9
5×9	6×9	7×9	8×9

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GAME OR ACTIVITY NAME	DESCRIPTION OR ACTIVITY
Six In A Row	Paper and Crayon Activity - Writing activity with crayon.
Bug Ya	Cube Activity - Whole numbers multiplication fact practice using two cubes.
Win-A-Card	Card Game - Used to practice multiplication facts.
Fact Sticks	Folder Activity - Problems on front, answers on back. Child works problem, pushes golf tee through hole in front to check his answer on the back.
Window Computation	Folder with self-checking slide. Slide changes problems as it slides across the folder. Child writes answer in window and checks his/her work turning it over.
Magic Slate	Magic Slate Activity - Child puts worksheet with sets of problems under the magic slate. The child then works the problem on the magic slate with a crayon.

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The following games, activities or commercial materials for this concept are available for construction or check out at the center.

MULTIPLICATION

Arithmetic Involvement Multiplication Telor (Commercial)
Bear Facts
Cross Number Puzzles - Beginner and Advanced (Commercial)
Funny Face
Leopard Math
Let's Take A Test Cassettes (Commercial)
Let's Learn To Multiply - Cassettes (Commercial)
Math Amusements - Vol. I and II (Commercial)
Minature Flash Cards (Commercial)
Multiplication Bingo
Multiplication Cover-Up
Multiplication Discs (Commercial)
Multiplication Drill Tapes (Commercial)
Pizza Wheel Math
Proud Peacock
Quiz Kid Computer (Commercial)
Say It And Play It
Self Teacher Tester Checker (Commercial)
Self Teach Sheet
Snail Math
Sneaky Snake
Speed Demon
SRA Kit (Commercial)
Turtle Fun
Turtle In Car
Turtle Race
Uncover Ten

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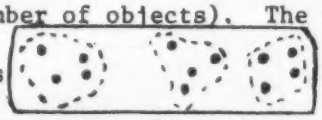
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search For Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trip	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	

Division Facts

DIVISION FACTS

Of all the basic facts of arithmetic, children seem to have the most difficulty with learning their division facts. I think this is partly because of the difficulty we have in representing division facts with corresponding set problems. The concept for doing this is called partitioning a set into equivalent subsets (i.e. dividing a set of objects into smaller sets all of which have the same number of objects). The division fact 12 ÷ 3= ☐ could be represented as  where we started with a set of 12 dots and partition it into 3 equal sets of 4. Therefore, the answer to the problem is 4 (12 ÷ 3 = [4]). A second example might be 18 ÷ 6 = ☐ In this case we would start with a set of 18 objects and partition it into 6 equal sets of 3. The answer to the division problem is 3 (18 ÷ 6 = [3]).

The division facts your child MUST learn are:

1 ÷ 1	2 ÷ 2	3 ÷ 3	4 ÷ 4	5 ÷ 5	6 ÷ 6	7 ÷ 7	8 ÷ 8	9 ÷ 9
2 ÷ 1	4 ÷ 2	6 ÷ 3	8 ÷ 4	10 ÷ 5	12 ÷ 6	14 ÷ 7	16 ÷ 8	18 ÷ 9
3 ÷ 1	6 ÷ 2	9 ÷ 3	12 ÷ 4	15 ÷ 5	18 ÷ 6	21 ÷ 7	24 ÷ 8	27 ÷ 9
4 ÷ 1	8 ÷ 2	12 ÷ 3	16 ÷ 4	20 ÷ 5	24 ÷ 6	28 ÷ 7	32 ÷ 8	36 ÷ 9
5 ÷ 1	10 ÷ 2	15 ÷ 3	20 ÷ 4	25 ÷ 5	30 ÷ 6	35 ÷ 7	40 ÷ 8	45 ÷ 9
6 ÷ 1	12 ÷ 2	18 ÷ 3	24 ÷ 4	30 ÷ 5	36 ÷ 6	42 ÷ 7	48 ÷ 8	54 ÷ 9
7 ÷ 1	14 ÷ 2	21 ÷ 3	28 ÷ 4	35 ÷ 5	42 ÷ 6	49 ÷ 7	56 ÷ 8	63 ÷ 9
8 ÷ 1	16 ÷ 2	24 ÷ 3	32 ÷ 4	40 ÷ 5	48 ÷ 6	56 ÷ 7	64 ÷ 8	72 ÷ 9
9 ÷ 1	18 ÷ 2	27 ÷ 3	36 ÷ 4	45 ÷ 5	54 ÷ 6	63 ÷ 7	72 ÷ 8	81 ÷ 9

$1\overline{)1}$	$1\overline{)2}$	$1\overline{)3}$	$1\overline{)4}$
$1\overline{)5}$	$1\overline{)6}$	$1\overline{)7}$	$1\overline{)8}$
$1\overline{)9}$	$2\overline{)2}$	$2\overline{)4}$	$2\overline{)6}$
$2\overline{)8}$	$2\overline{)10}$	$2\overline{)12}$	$2\overline{)14}$

$2\overline{)16}$	$2\overline{)18}$	$3\overline{)3}$	$3\overline{)6}$
$3\overline{)9}$	$3\overline{)12}$	$3\overline{)15}$	$3\overline{)18}$
$3\overline{)21}$	$3\overline{)24}$	$3\overline{)27}$	$4\overline{)4}$
$4\overline{)8}$	$4\overline{)12}$	$4\overline{)16}$	$4\overline{)20}$

$4\overline{)24}$	$4\overline{)28}$	$4\overline{)32}$	$4\overline{)36}$
$5\overline{)5}$	$5\overline{)10}$	$5\overline{)15}$	$5\overline{)20}$
$5\overline{)25}$	$5\overline{)30}$	$5\overline{)35}$	$5\overline{)40}$
$5\overline{)45}$	$6\overline{)6}$	$6\overline{)12}$	$6\overline{)18}$

$6\overline{)24}$	$6\overline{)30}$	$6\overline{)36}$	$6\overline{)42}$
$6\overline{)48}$	$6\overline{)54}$	$7\overline{)7}$	$7\overline{)14}$
$7\overline{)21}$	$7\overline{)21}$	$7\overline{)35}$	$7\overline{)42}$
$7\overline{)49}$	$7\overline{)56}$	$7\overline{)63}$	$8\overline{)8}$

$8\overline{)16}$	$8\overline{)24}$	$8\overline{)32}$	$8\overline{)40}$
$8\overline{)48}$	$8\overline{)56}$	$8\overline{)64}$	$8\overline{)72}$
$9\overline{)18}$	$9\overline{)27}$	$9\overline{)36}$	$9\overline{)45}$
$9\overline{)54}$	$9\overline{)63}$	$9\overline{)72}$	$9\overline{)81}$

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GAME OR ACTIVITY NAME	DESCRIPTION OR ACTIVITY
Magic Slate	Child puts work sheet with sets or problems in the magic slate. Works the problems with a crayon.
Win-A-Card	Division facts practice.
Window Computation	Folder - self checking slide. Slide changes problem as it slides across the folder. Child writes answer in window and checks his work by turning it over.
Fact Sticks	Self Checking - hole punch shapes. Problems on front, answers on back. Child works problem, pushes golf tee through hole to check his answer.

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DIVISION

Arithmetic Involvement Telors (Commercial)
Bear Facts
Division Drill Tapes
Division Math Discs (Commercial)
Funny Face
Leopard Math
Let's Take A Test - Cassettes (Commercial)
Let's Learn To Divide - Cassettes (Commercial)
Math Amusements - Vol. I and II (Commercial)
Minature Flash Cards (Commercial)
Pizza Wheel Math
Proud Peacock
Quiz Kid Computer (Commercial)
Say It And Play It
Self Teach Sheets
Self Teacher Tester Checker (Commercial)
Self Teaching Flash Cards (Commercial)
Snail Math
Sneaky Snake
Speed Demon
SRA Kit (Commercial)
Turtle Fun
Turtle In Car
Turtle Race
Uncover Ten

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Bugs Bunny	Basketball	Antique Cars
Donald's Band	C B Talk	Sesame Street
Frosty	Flintstone Fun	
Mickey's Picnic	Gum Ball Math	
Search For Big Foot	Pink Panther	
Sesame Street	Pirate's Promise	
Spiderman	Safari	
Star Wars I	School Bus	
Star Wars II	Snail Math	
Sunbonnet Girl	Star Trips	
Superman	Star Wars	
Winnie The Pooh	Treasure	
Wonder Woman	Wally The Whale	